SC COMMISSION FOR MINORITY AFFAIRS
HISPANIC/LATINO EDUCATION SURVEY
FOR THE PUBLIC SCHOOLS: 2008-2009 RESULTS

Hispanic – Latino Education
Survey Report: 2008 - 2009

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October 2010

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Introduction

This report provides a summary of findings from the Hispanic-Latino Education Survey. This Survey was completed by participating public school districts during the 2008-2009 school year. The Education Survey instrument was designed and constructed by representatives from the Hispanic-Latino Advisory Committeee of the South Carolina Commission for Minority Affairs. The Survey was approved by the Committee and submitted to the South Carolina Department of Education for distribution to each public school in South Carolina. The survey was administered from October 2008 through the end of the 2008-2009 school year.

Methodology

The South Carolina Commission for Minority Affairs (CMA) and the Hispanic Advisory Committee developed an educational survey tool that would help the CMA in conducting research regarding the educational support needs of the Hispanic-Latino population. The focus of the survey instrument was to help identify how the public schools are working to meet the needs of the growing Hispanic student population attending the public schools in South Carolina. A second area of focus was to document the availability of resources in the schools to reach out to this group of students.

The SC Commission for Minority Affairs partnered with the SC Department of Education ESOL Director to help in the dissemination of the survey tool. Ms. Catherine Neff who also serves on the Hispanic Advisory Committee helped us in this process. The following process was followed:

1. ESOL teachers across the state received the survey tool via internet
2. They were given the option to either return completed form via internet or via fax
3. CMA documented survey responses
4. Survey were then analyzed
5. Findings report completed

The process of the development of the questions and statements for the survey tool involved receiving input from representatives of the Hispanic-Latino community, as well as the Hispanic Advisory Committee. Extreme care was taken prior to the administration and dissemination of the Survey to ensure that the answers provided by officials from participating schools would be complete. The Hispanic-Latino Program Coordinator and Research Program Manager utilized interns to enter the survey responses. All survey responses were entered into Microsoft Excel. The Research Program Manager processed all Survey response data in SAS.

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<u>**Summary Information**</u>

- A total of forty-seven and two special designated school districts were represented among the eighty-five school districts in South Carolina.

- A total of 243 individual schools representing approximately 20.1% of all public schools in the state of South Carolina completed and returned the Hispanic-Latino Education Survey.

- Summary statistics on the total number of students represented in the Education Survey includes the following information (See Chart 1):

  1. 183,505 students were represented among the 243 public schools that responded to the survey.

  2. A total of 377,285 students were enrolled in schools within the forty-nine (49) school districts, based on the 135 Day Average Daily Membership (ADM) Student Count data obtained from the SC Department of Education.

<u>**Responding School Districts Enrollment By Race**</u>

Chart 2 provides percentages by race and ethnicity of student enrollment for the 243 public schools that returned the survey. Across the forty-nine reporting school districts:

- 55.5% of students were White

- 35.8% of students were Black or African American

- 5.0 % of students were of Hispanic-Latino origin

- 2.4% of students were another (Other) race

- 1.0% of students were of Asian origin

- 0.2% of students were Native American

- 0.1% of students were Hawaiian-Pacific Islander

An important trend occurring within some public school districts is the growth of the Hispanic population within the community, and its impact on the public schools. Among the student count 2008-2009 enrollment data provided through the SC Department of Education for the 49 School Districts returning the Survey, the top ten Districts with the highest Hispanic-Latino population percentage above the state average of 5.0% Hispanic include:

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**Chart 1: Total Number of Students Represented in the Survey
Versus Total Number of Students Actively Enrolled
N =243 Schools Returning the Survey**

| Total Students Represented in Survey	Total Number of Actively Enrolled Students: 2008-2009
183,505	377,285
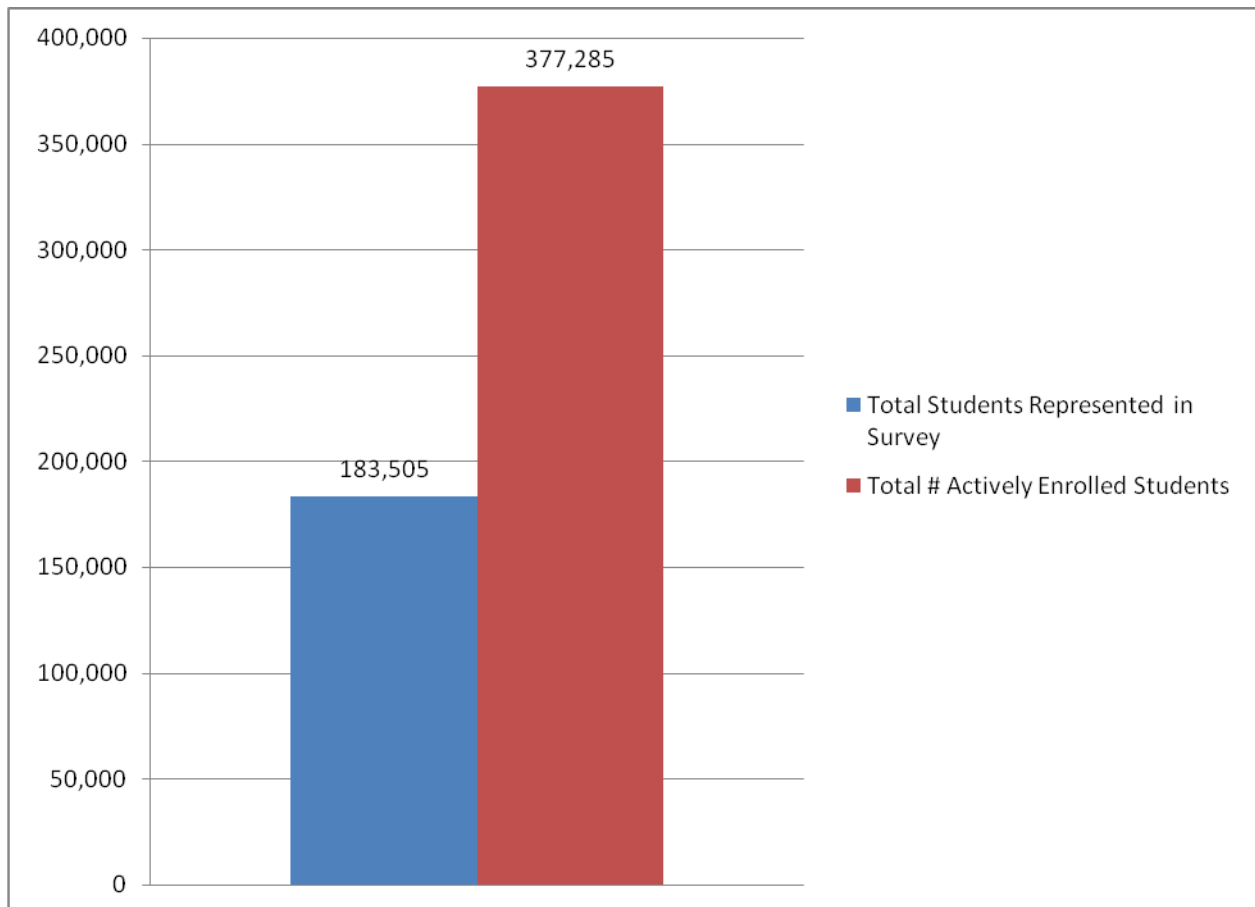
**Chart 2: Responding School Districts State Average
Enrollment Percentages By Race and Ethnic Origin
N =243 Schools Returning the Survey**

Percent White	Percent African-American/Black	Percent American Indian	Percent Hispanic	Percent Asian	Percent Hawaiian/ Pacific Islander	Percent Other Race
55.5	35.8	0.2	5.0	1.0	0.1	2.4

Chart 2: School District State Average Enrollment Percentages By Race and Ethnic Origin
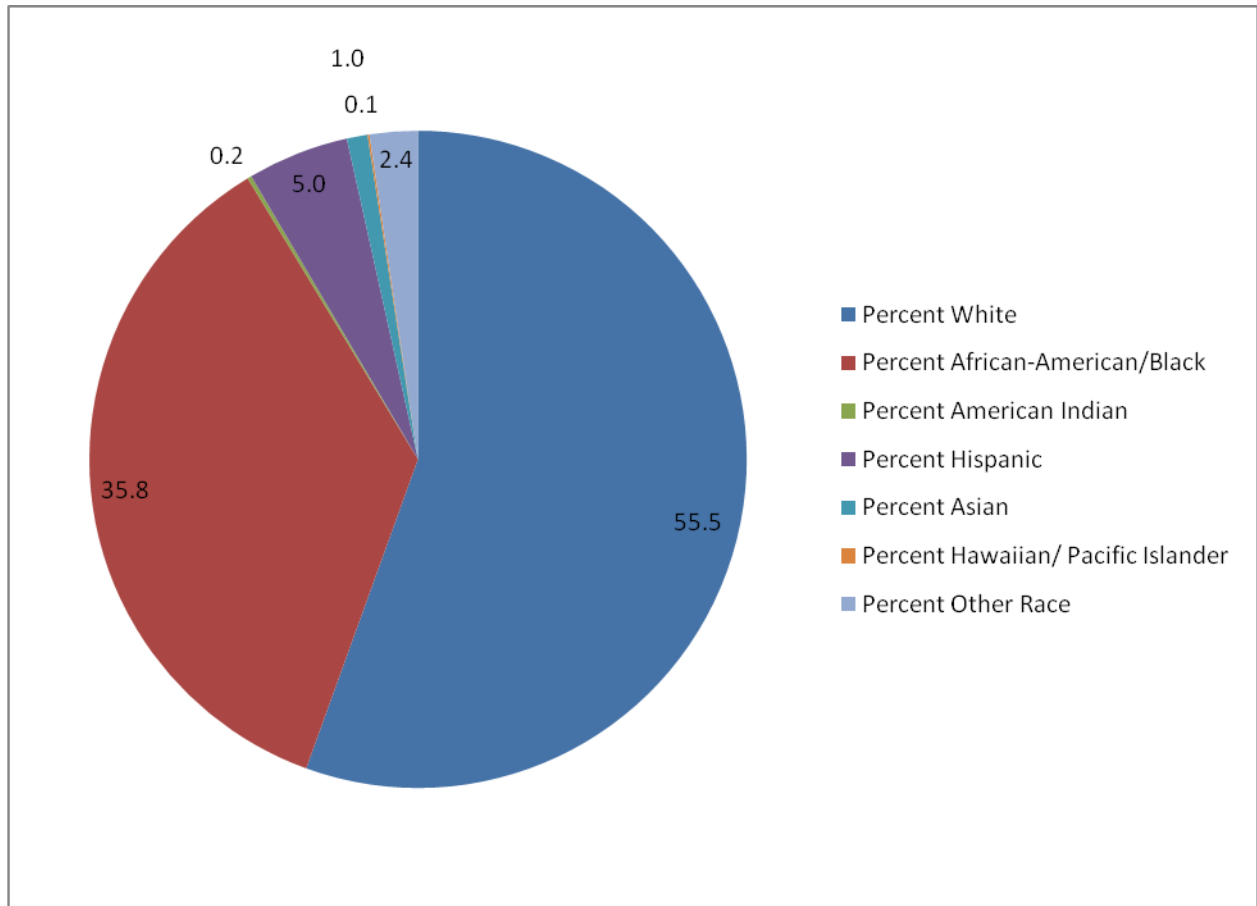
1. Beaufort – 18.1%

2. Newberry – 10.4%

3. Lexington 2 – 8.0%

4. Oconee – 7.0%

5. Spartanburg – 6.9%

6. Horry – 6.8%

7. York 3 (Rock Hill) – 5.5%

8. Aiken – 5.2%

9. Richland 2 – 5.1%

10. Lexington 3 – 5.0%

Schools Responding to the Survey By School Type

As mentioned earlier, a total of 243 schools completed and returned the Hispanic-Latino Education Survey. Charts 3 and 4 provide the total and percent distribution of schools returning the survey by type of public school. Percentage statistics provided in the table indicate the following information on schools completing the survey.

- 55.14% of schools (134 schools) were Elementary Schools

- 22.63% of schools were Middle or Junior High Schools as reported

- 21.40% were Middle Schools (52 Schools)

- 0.82% was a Junior High School (2 Schools)

- 0.41% was Middle High School (1 School)

- 15.23% of schools were High Schools (37 schools)

- 1.23% of schools (3 schools) were Alternative High Schools

- 2.88% of Schools (7 schools) were District Wide or Special Schools

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**Chart 3: Total and Percent of Respondent Schools Returning the
Education Survey By Type of School
N =243 Schools Returning the Survey**

School Type	Total Schools Responding	Percent of Schools Responding
Elementary School	134	55.14
Middle School Only	52	21.40
Middle-High School Combined	1	0.41
Junior High School	2	0.82
High School Only	37	15.23
Alternative High School	3	1.23
District Wide Or Special School	7	2.88
No Answer	7	2.88

Chart 3: Total Responding Schools Returning the Education Survey By Type of School
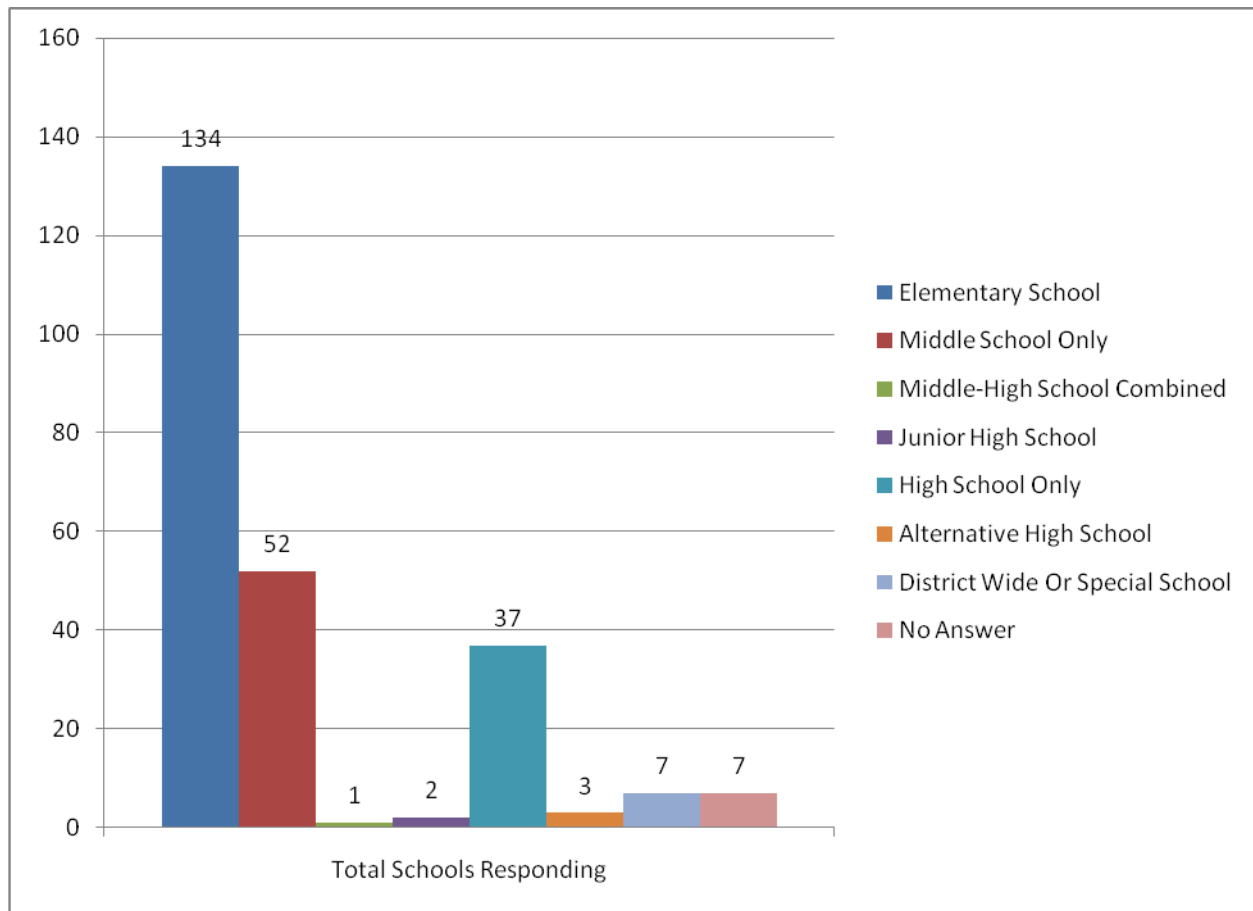
Chart 4: Percent of Respondent Schools
Returning the Education Survey By Type of School
N = 243 Schools Returning the Survey

Percent of Schools Responding

Legend:
- Elementary School
- Middle School Only
- Middle-High School Combined
- Junior High School
- High School Only
- Alternative High School
- District Wide Or Special School
- No Answer
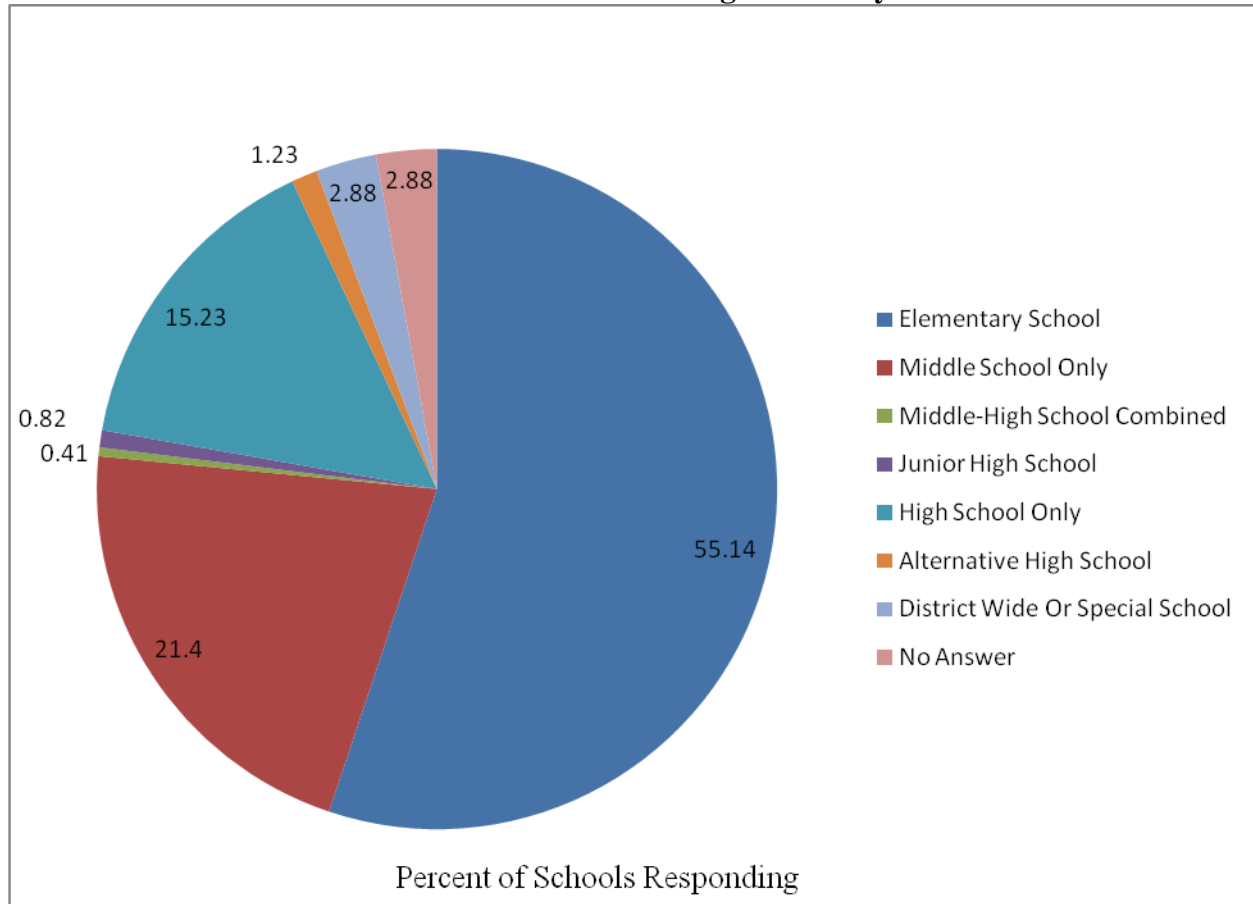
The remainder of this report will summarize key findings as based on the data returned by the responding public schools that completed the Hispanic-Latino Education Survey.

Summary of Responses to Survey Questions

The Appendix to the Hispanic-Latino Education Survey Report contains the survey questionnaire that was distributed to each public school in the state. The questionnaire contained seven (7) questions and sought to obtain input from school officials regarding several areas of concern to the Hispanic-Latino population. The questions focus on the following areas for the Hispanic population:

Question	Area of Concern or Focus of the Question
1	**Has the school has experienced an increase in students from other cultural backgrounds?**
2	**If schools currently have ESOL (English as a Secondary or Other Language) teachers and or Staff.**
3	**If funding were available, how many ESOL teachers and ESOL staff would the school need?**
4	**During school enrollment or other school activities, does the school have someone available to interpret or translate for the parents?**
5A	**Is information translated and given to parents in other languages? If so, what language(s)?**
5B	**What specific language(s) is (are) information translated into and given to parents?**
5C	**What (specific type) information is being translated?**
5D	**What is the specific method of translation for persons of other cultures who speak Spanish or other languages?**
6	**What resources in the community does the school use to assist Hispanic students (and their parents), and school personnel with addressing language barriers?**

7	**Is the school interested in learning more about:**
	    A. Working with Hispanic families?
	    B. How to honor cultural diversity?

Increases in Students From Other Cultural Backgrounds

Question 1 of the Hispanic-Latino Education Survey sought information from public school officials regarding increases in student populations from persons of other cultural backgrounds. Charts 5 through 8 provide information respectively pertaining to the:

- Total and percentage of the 243 public schools indicating an increase in students from the other cultural backgrounds (Charts 5).

- Total and percentage of schools indicating an increase in Hispanic, Asian and students from other races and cultures (Charts 6, 7 and 8 respectively).
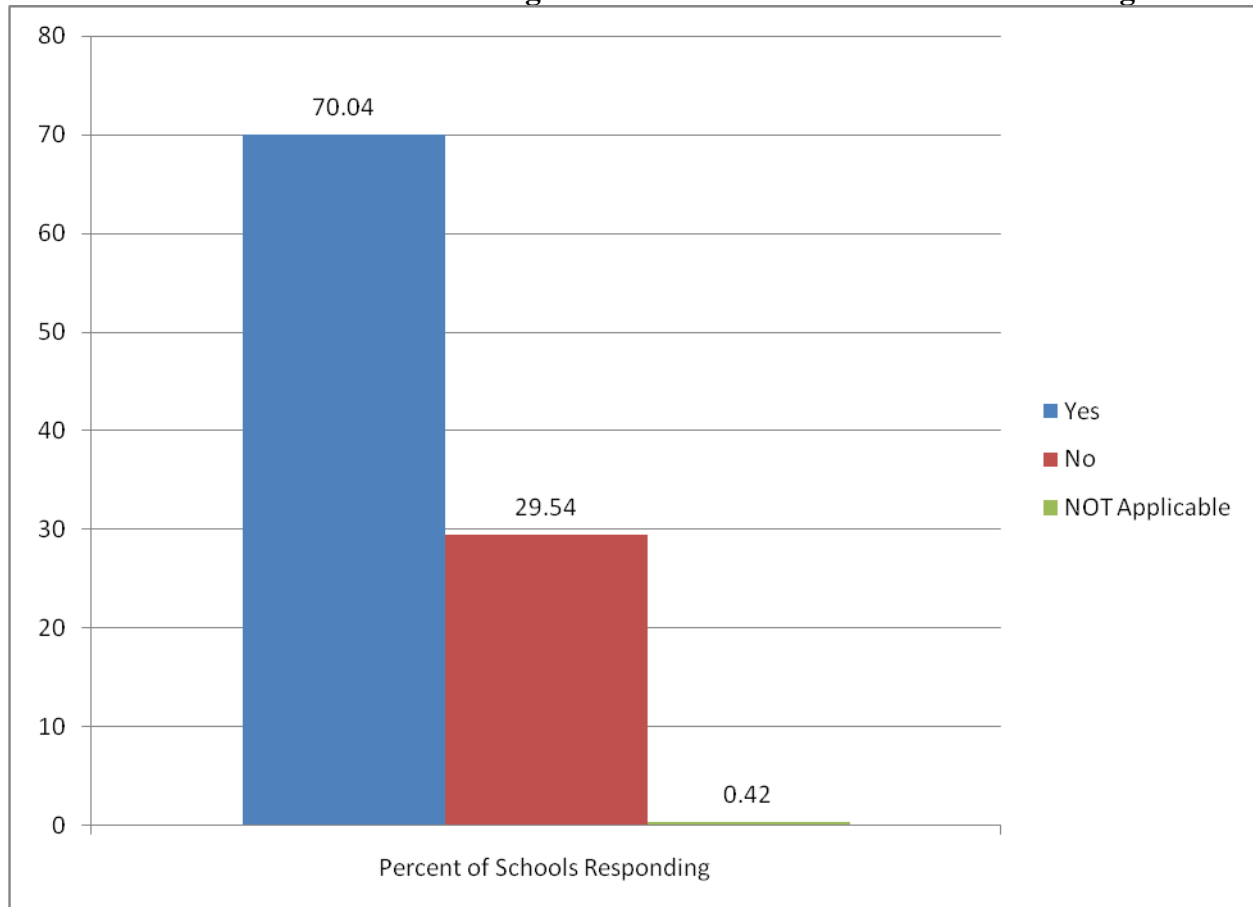
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1. Has your school experienced an increase in the number of students from other cultural backgrounds?
N = 243 Schools Returning the Survey

Increase in students from other cultural backgrounds?	Total Schools Responding	Percent of Schools Responding
Yes	166	70.04
No	70	29.54
Not Applicable	1	0.42

Chart 5: Percent of School Indicating an Increase in Students From Other Backgrounds


Key findings from the Survey indicate:
- 166 Public Schools or 70.04% percent of schools returning the survey indicated that they did experience an increase in the number of students from other cultural backgrounds (Chart 5)

Total and Percent of Schools Indicating
An Increase in Hispanic Students
N =243 Schools Returning the Survey

Increase in Hispanic Students	Total Schools Responding	Percent of Schools Responding
Hispanic	156	73.24
Not Applicable	57	26.76

Chart 6: Total and Percent of School Indicating an Increase in Hispanic Students
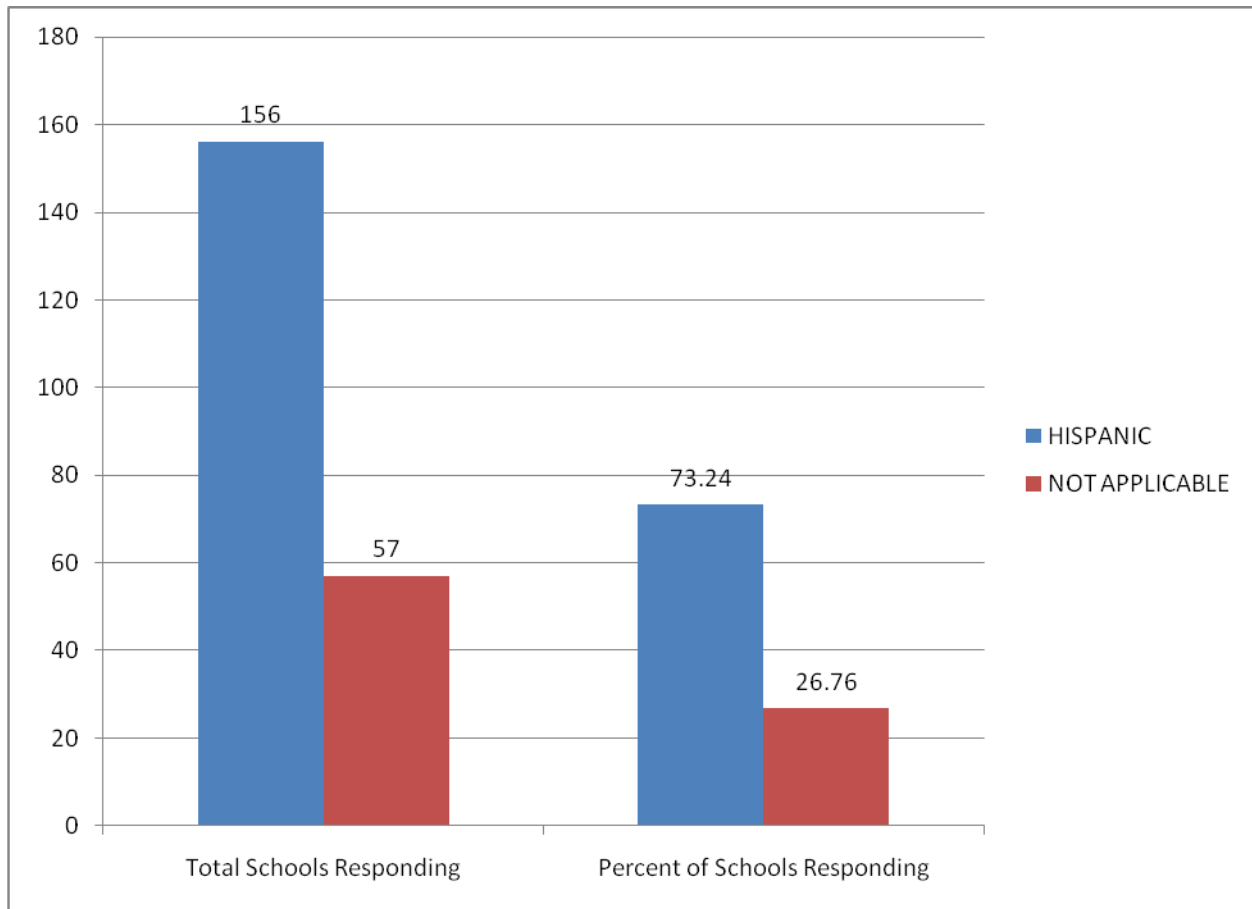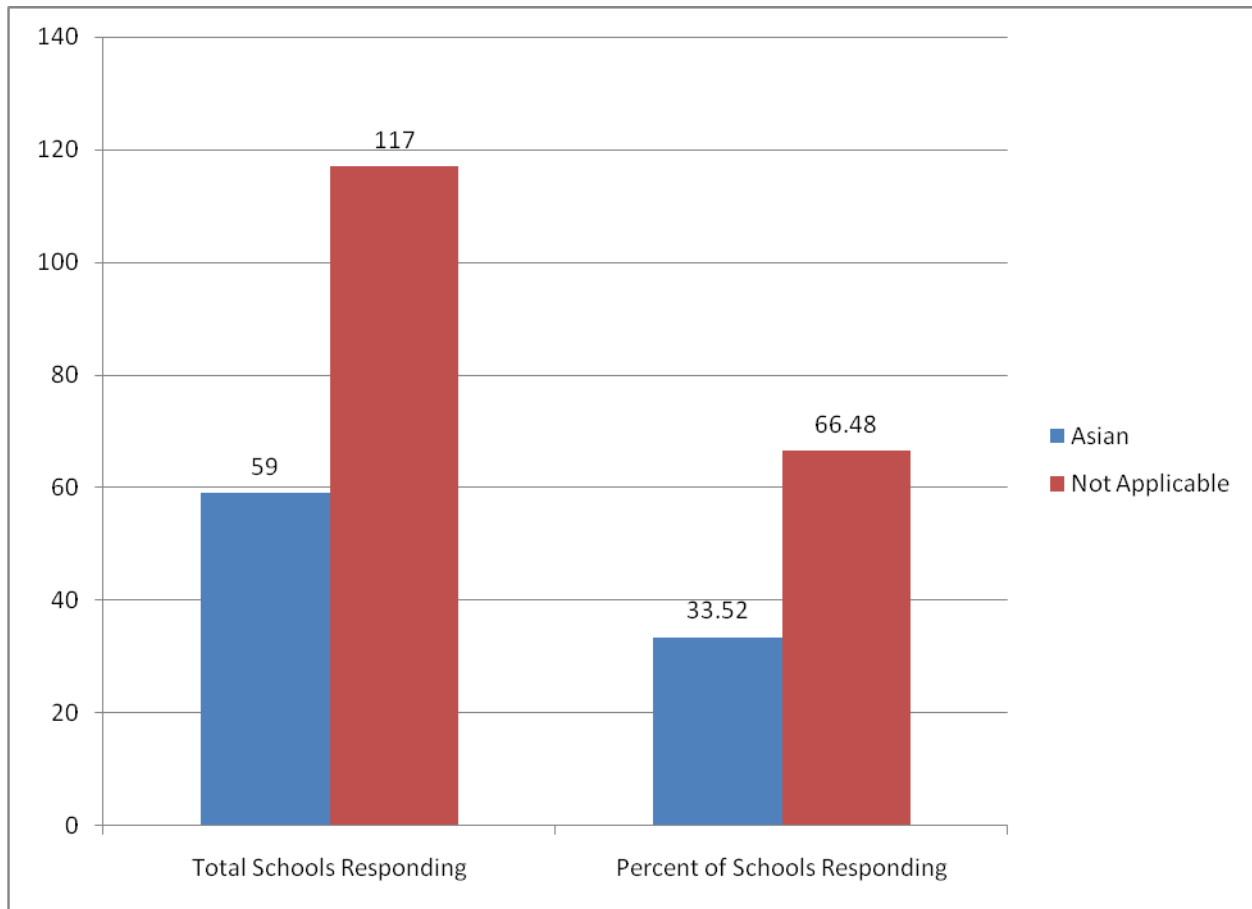
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Total and Percent of Schools Indicating
An Increase in Asian Students
N =243 Schools Returning the Survey

Increase in Asian Students	Total Schools Responding	Percent of Schools Responding
Asian	59	33.52
Not Applicable	117	66.48

Chart 7: Total and Percent of School Indicating an Increase in Asian Students

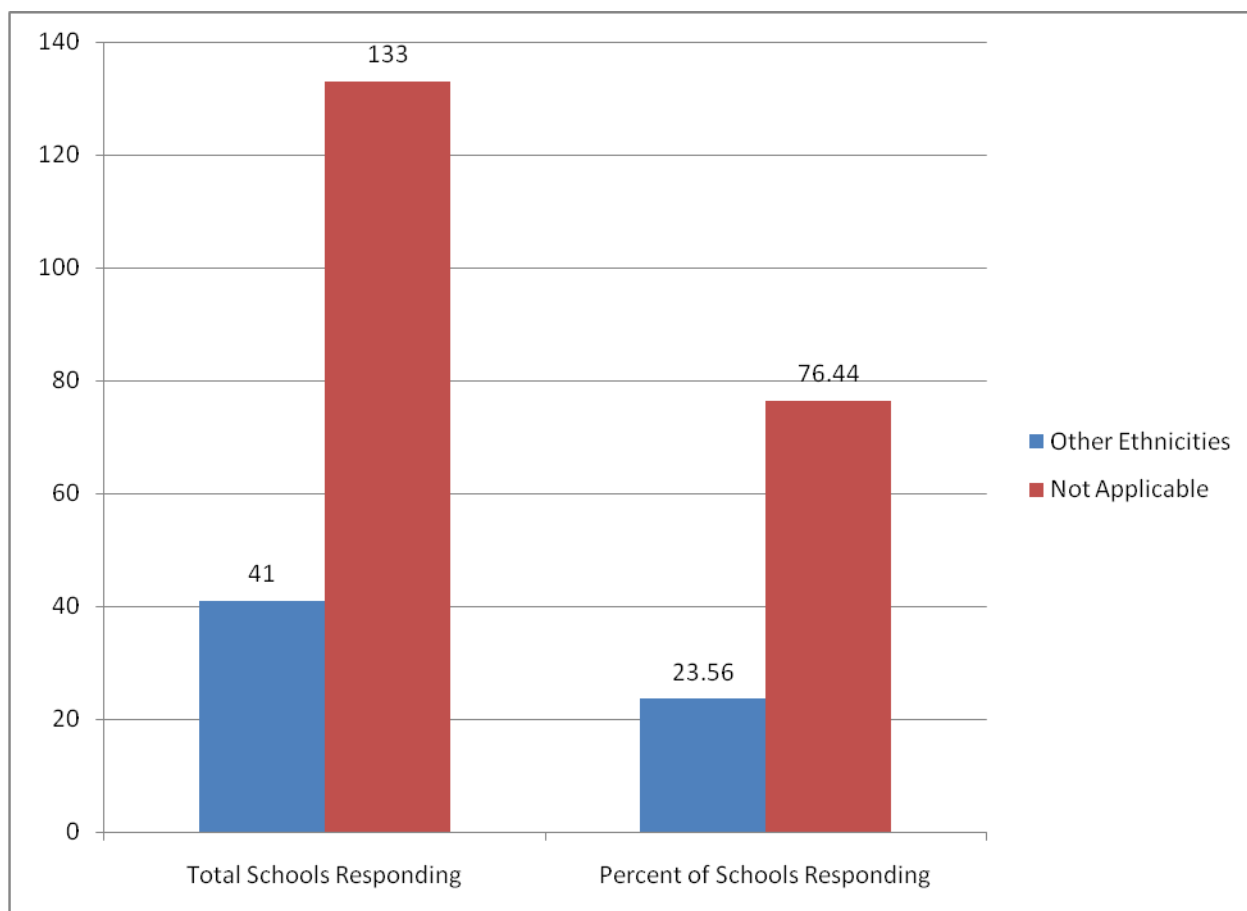**Total and Percent of Schools Indicating
An Increase in Students from Other Race/Ethnicities
N = 243 Schools Returning the Survey**

Increase in Students of Other Ethnicities	Total Schools Indicating Increase in Other Race/Ethnicity	Percent of Schools Responding
Other	41	23.56
Not Applicable	133	76.44

**Chart 8: Total and Percent of School Indicating an Increase
In Students From Other Races and Ethnicities**

- When comparisons are made across public schools returning the survey:

  1. 73.24% (or 156) public schools returning the survey experienced an increase in the number of Hispanic students (Chart 6),

  2. 3.52% (or 59) public schools surveyed experienced an increase in Asian students (Chart 7),

  3. 23.56% (or 41) public schools surveyed experienced an increase in students from other races (Chart 8).

Since the principal focus of the Hispanic Education Survey was to examine closely the impacts and related concerns related to the Hispanic-Latino population in the public schools through the survey, information on the impacts of student increases experienced jointly by more than one population was not systematically analyzed. This can be made available upon request, but would require a more detailed analysis of population change by race and ethnicity over time.

ESOL Teachers and Staff Availability and Needs

Questions 2 and 3 of the Education Survey asked public school officials to determine their current and future needs of English as a Secondary or Other Language (ESOL) teachers and staff. Charts 9 through 11 provide total and percentage information as follows:

- Question 2 - the total number (and percentage) of schools indicating that they currently have ESOL teachers from responding public schools and the number of ESOL teachers needed if funding were made available (Chart 10),

- Question 3 - the current number of ESOL Staff from responding public schools, and the number of additional number of ESOL staff needed if funding were made available (Chart 11).

Question 2 reveals that 223 public schools or 91.8% of schools returning the Education Survey currently have ESOL teachers and staff. Current staffing patterns from Question 3 reveal that 290 ESOL teachers and 201 ESOL staff were employed in the public schools returning the Survey. Current staff needs if funds were available indicate that:

- An additional 357 ESOL teachers would be needed across the 243 schools returning the survey if funds were available (Chart 10),
- A minimum of 25 ESOL staff would be needed if funds were available (Chart 11).

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2. Do you have ESOL teachers/staff? If so, how many?	Total Schools Responding (N=243)	Percent of Schools Responding
Yes	223	91.8
No	12	4.9
No Answer	8	3.3

Chart 9: Total and Percent of Schools Indicating That the School Currently Have ESOL Teachers and Staff (As of the 2008 – 2009 School Year)
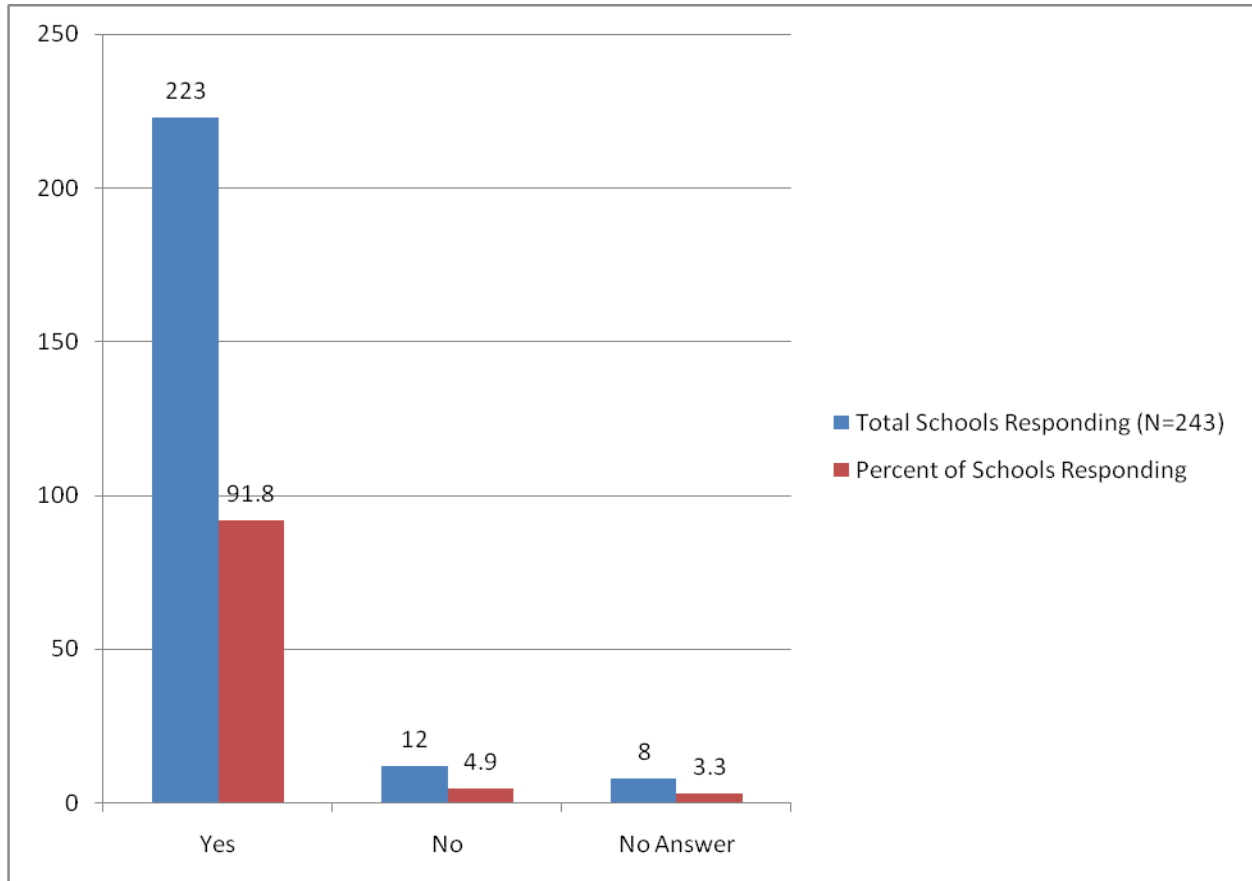
An examination of the survey returns for question 3 indicated that requests for teachers and staff were for full-time positions. Of particular interest would be determining the demand for new ESOL teachers and staff giving the growth in the Hispanic population in certain School Districts, required teacher student ratios needed by school, and other related funding requirements by the Department of Education to better serve Hispanic students.

3. Given your current staffing, if funding were not a barrier, how many ESOL teachers/staff would you need?	Current Number of ESOL Teachers	If Funds Avail. No of ESOL Teachers Needed	Number of ESOL Staff	If Funds Avail. No of ESOL Staff Needed
Total Schools Responding (N=243)	**290**	**357**	**201**	**25**

Chart 10: Current Number of ESOL Teachers and Future Teachers Needed
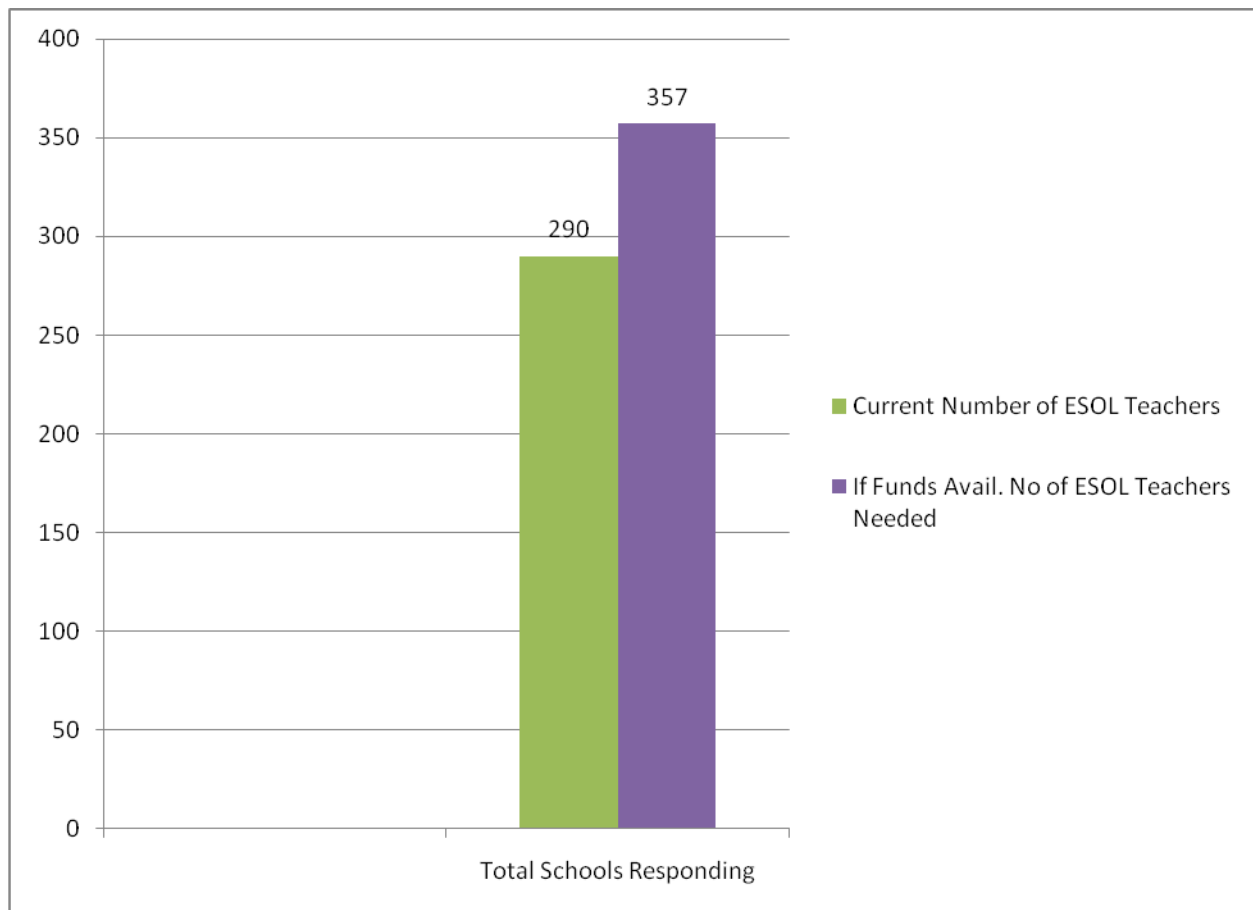
Chart 11: Current Number of ESOL Staff and Future Staff Needed
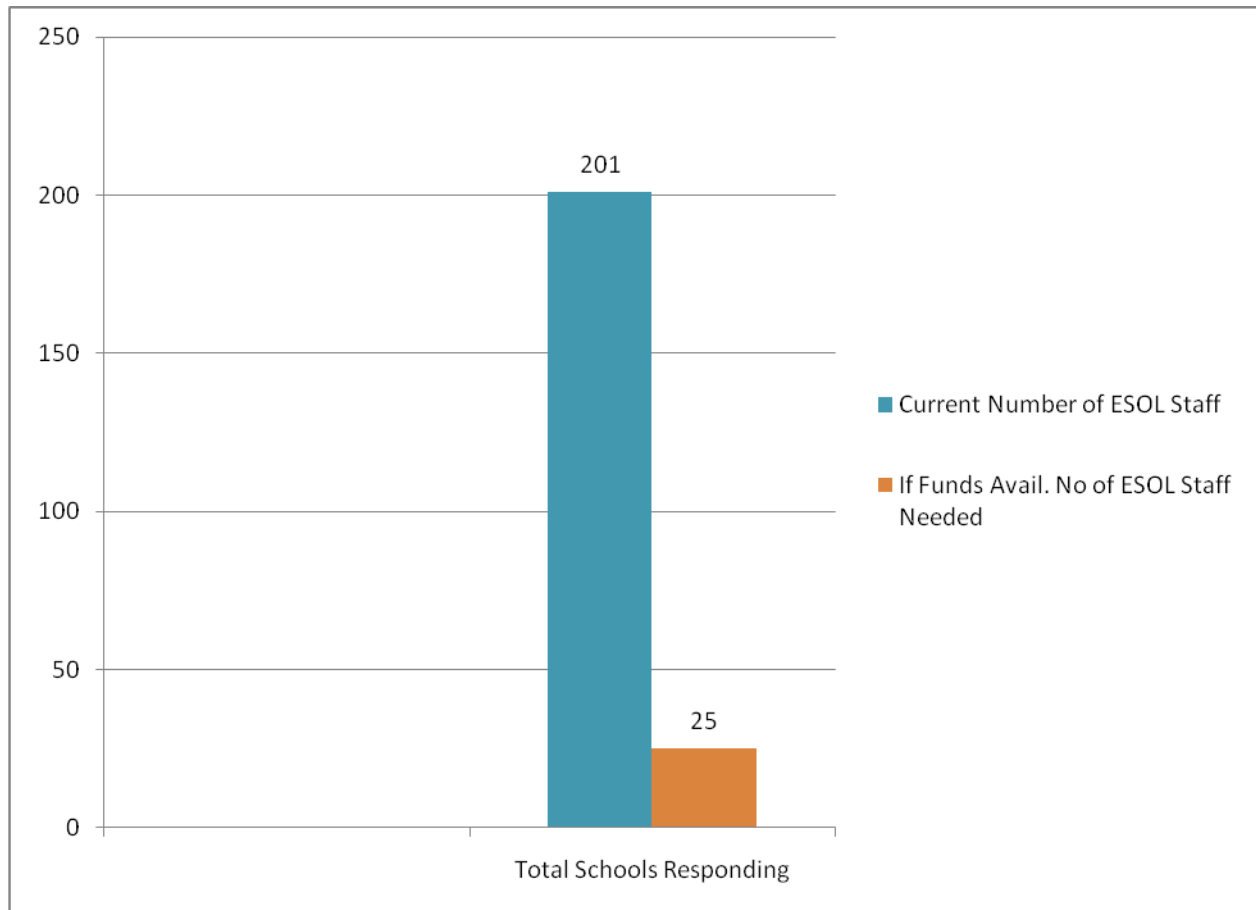
Availability of Interpretation and Translation of Information for Hispanic-Latino Students

Questions 4 and 5 of the Hispanic Education Survey asked school officials to provide information related to the availability of interpretation or translation services for parents (Question 4), and the provision of translated information to parents in other languages (Question 5).

Chart 12 (next page) reveals that for Question 4, 182 schools or 76.15% of the responding public schools indicated that the public schools do provide someone to translate or interpret for parents during school enrollment or other school activities.

A further examination of Question 4 asked school officials to provide information regarding the primary language(s) in which interpretation or translation services is provided in the mini-chart:

Languages for Interpreting Translation Made Available to Parents (N=243 Responding Schools)	Total Providing Interpretation-Translation Staff	Percent of Schools Providing Interpretation-Translation Staff (N=180)
None	63	25.93%
Spanish Only	168	93.33%
Arabic	1	1.56%
(Mandarin) Chinese	4	2.20%
French	3	1.66%
German	1	0.55%
Portuguese	1	0.55%
Romanian	1	0.55%
Russian	2	1.10%

The information provided in the chart reveals:

- 63 of the 243 responding Public Schools (25.93%) do not provide someone to interpret or translate school enrollment or other school activity information for parents

- Of the remaining 180 public schools returning the Hispanic-Latino Education Survey:

  1. Thirteen (13) schools (6.67%) provide staff that is able to interpret or translate in Spanish and at least one other language.

  2. At least two schools had one or more staff to interpret or translate into three different languages.

- 168 (93.3%) of the responding schools did have staff available to provide interpretation and translation services in Spanish.

4. During school enrollment or school activities do you have someone available to translate or interpret for persons?
N = 243 Schools Returning the Survey

Q4 –Someone available to translate or interpret for persons?	Total Schools Responding	Percent of Schools Responding
Yes	182	76.15
No	57	23.85

Chart 12: Percent of Schools With Someone Available To Translate or Interpret for Parents
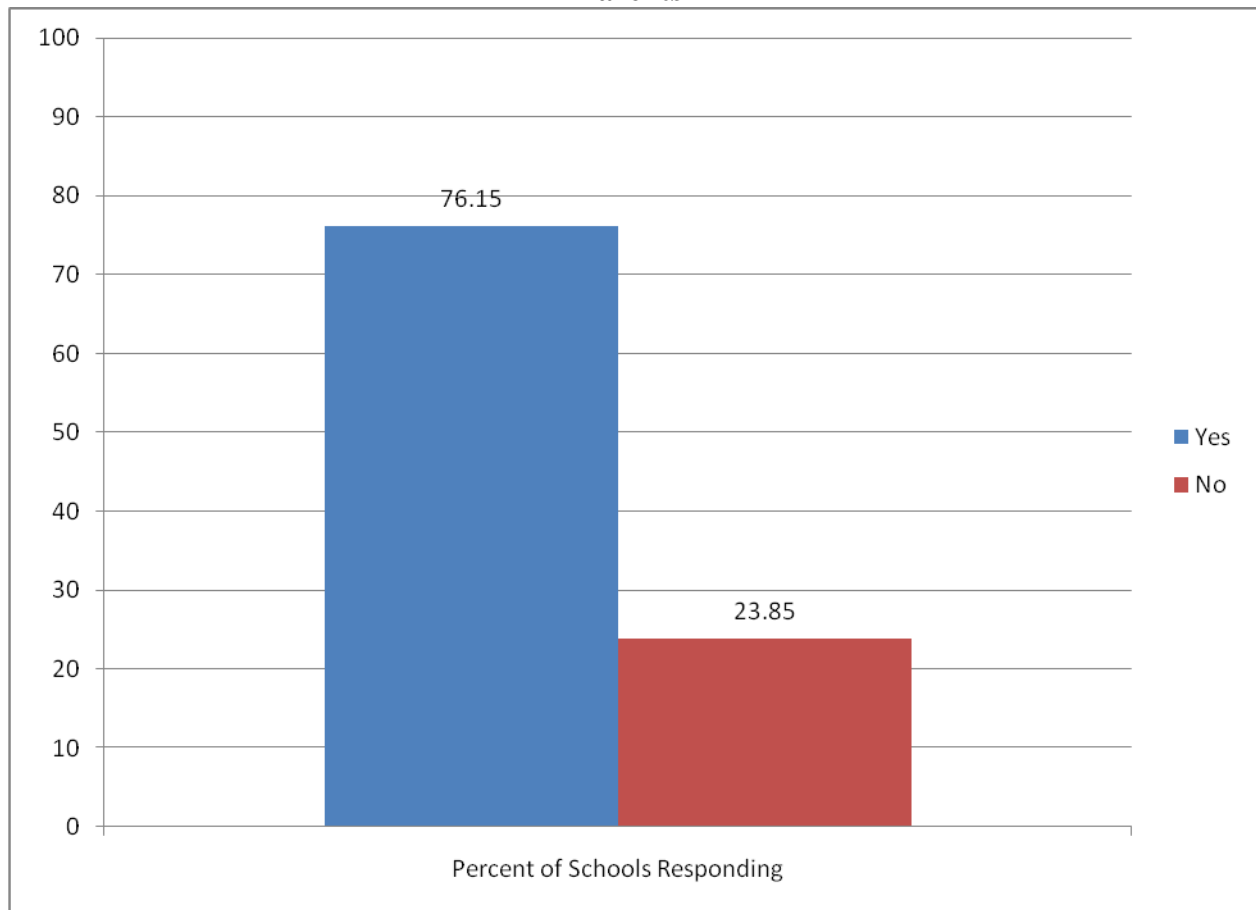
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Translation and Provision of Information to Parents In Other Languages

Question 5 of the Hispanic-Latino Education Survey sought information from public school officials and staff on three areas related to translated information provided to parents in other languages:

1. **What language(s) is (are) translated information available for parents?**

2. **What types of information is being translated for parents?**

3. **What are the various methods of language translations being utilized and provided to parents?**

Charts 13 through 16 provide information related to each of these questions pertaining to translated information.

First, Question 5A asked school officials whether or not information is translated and given to the parents of Hispanic-Latino children. Chart 13 indicates that 86.36% or 209 schools reported that translated information is given to the parents of Hispanic Latino children. At least one of every seven public schools completing the Survey **does not** provide translated information to the parents of Hispanic-Latino children. This may require further study to determine why translated information is not made available.

Chart 14 provides information related to the languages in which translated information is given to children in the public schools. The chart indicates the following:

- Spanish (86.25% of responding schools) is the primary language in which translated information is given to parents.

Of the other languages surveyed:

- Russian translation of information represented the language translated for parents (10.7% of schools surveyed or 26 schools)

- Portuguese (3.7% - 9 schools) and French (2.88% - 7 schools) represented the remaining languages translated for parents with children in the public schools.
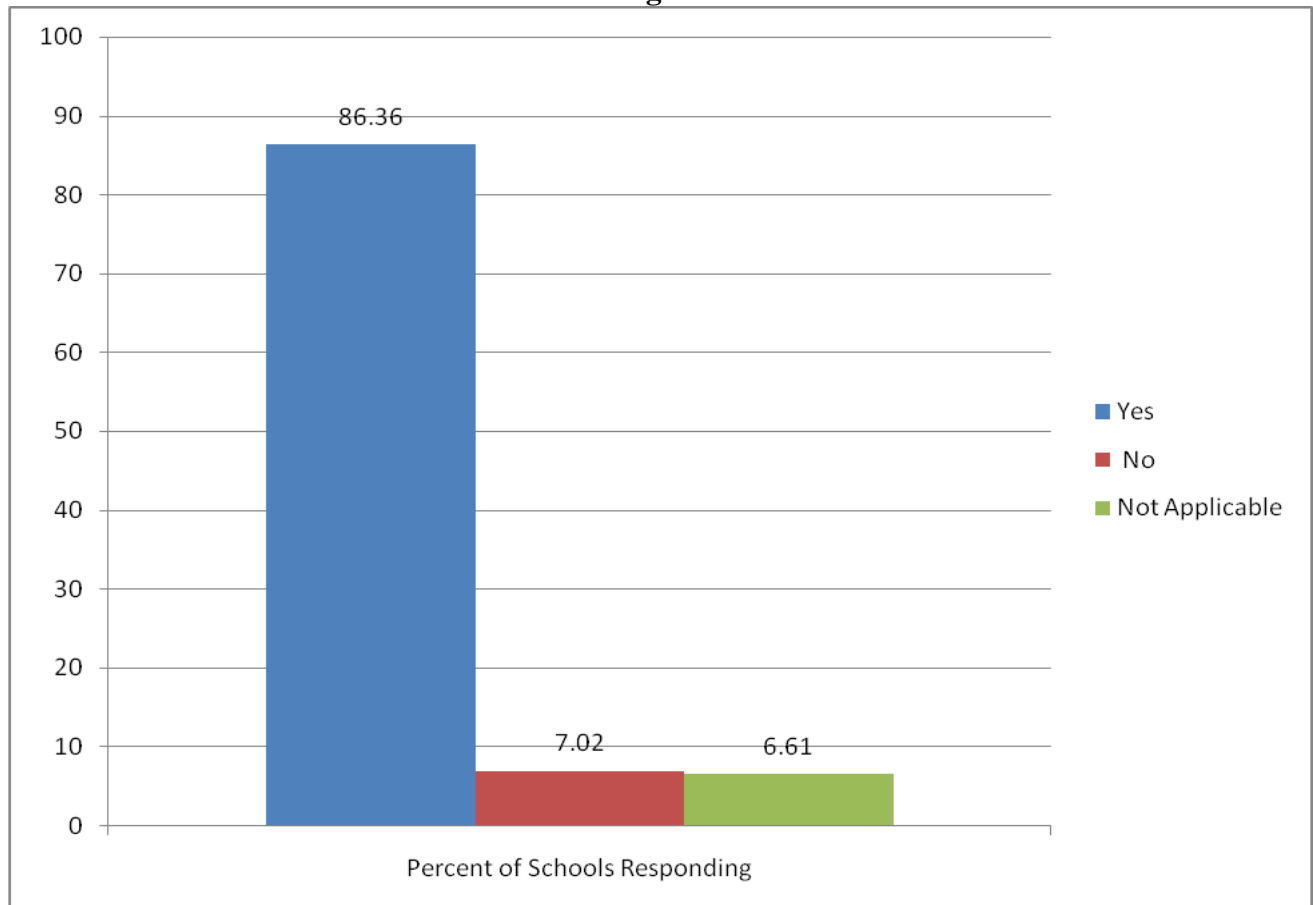
Chart 15 provides detailed information on the actual types of information translated and given to parents along with totals and percentages of the schools responding to the Education Survey.

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5. Is information translated and given to parents in other languages?
N = 243 Schools Returning the Survey

Q5A- Is Information translated and given to parents?	Total Schools Providing Translated Information	Percent of Schools Providing Translated Information
Yes	209	86.36
No	17	7.02
Not Applicable	16	6.61

Chart 13: Percent of Schools Providing Translated Information to Parents

Q5B - In what language is information given to parents?
N = 243 Schools Returning the Survey

Language	Number of Schools Providing Information	Percent Providing Language Information
Spanish	207	86.25
Russian	26	10.70
French	7	2.88
Portuguese	9	3.70

Chart 14: Percent of Information Given to Parents By Principal Language
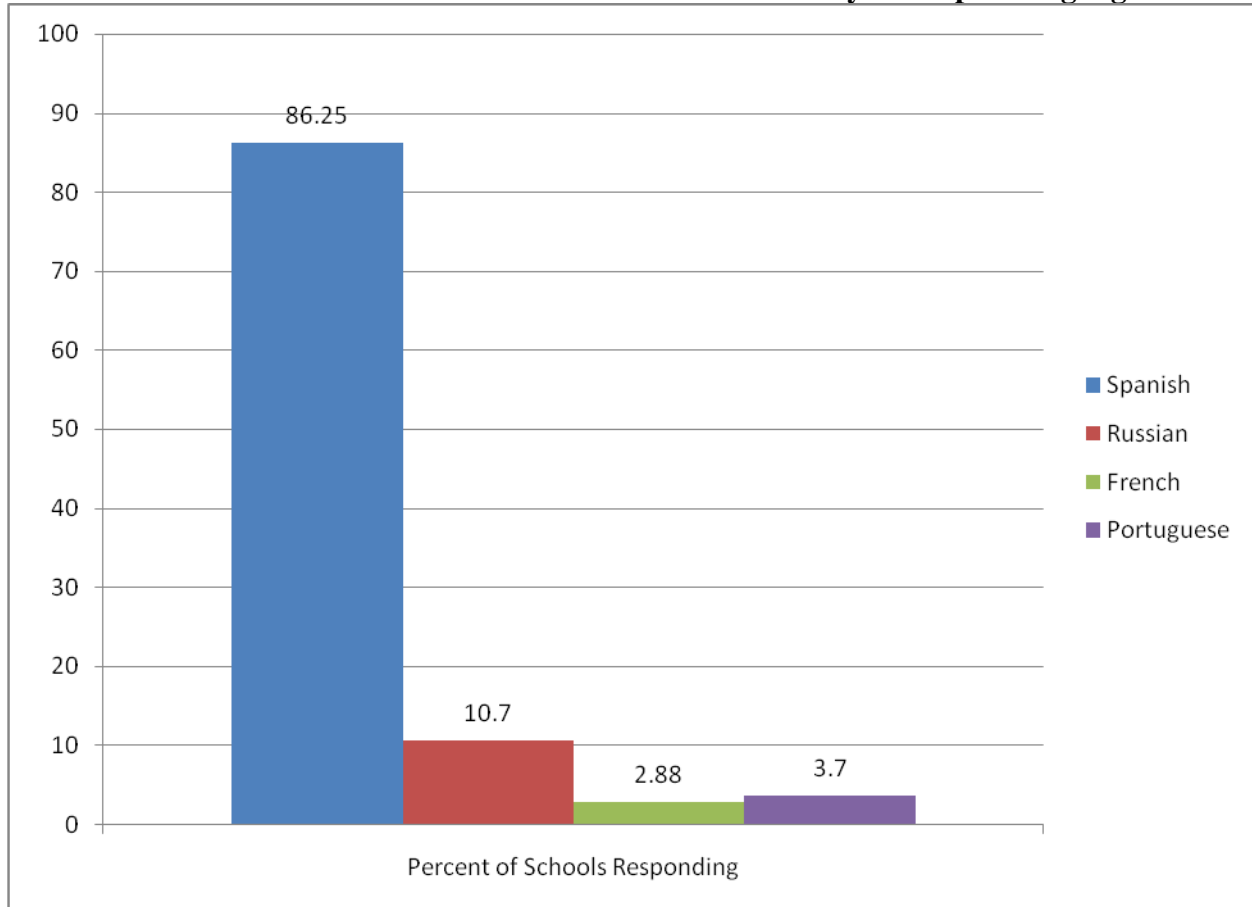
Among the six types of information translated, the data translated in the highest frequency includes:

- Enrollment Information – 150 schools, 69.12%,

- Health Information – 121 Schools, 55.76%,

- Online Translation – 95 Schools, 48.97%,

- Field Trip Information – 97 Schools, 45.33%.

Chart 16 provides similar information, but focuses on the translation methods utilized by the public schools that responded to the Hispanic-Latino Education Survey. A close inspection of the data reveals that across all seven translation methods listed, less than half of the schools surveyed utilized the translation methods listed. This could reflect the lack of funding available within certain schools relative to the number of Hispanic-Latino students requiring specific translation methods, or some other reasons not specified.

Of the types of translation methods utilized by the schools surveyed, the following were used most frequently:

- Other Translation Method (54.37% - 112 Schools)

- [A] Professional in the School (50.26% - 98 Schools)

- On-line Translation Method (42.27% - 82 Schools)

- Spanish Teacher (33.90% - 60 Schools)

An inspection of the individual surveys indicates that the schools primary use(s) of other Translation Methods included these approximate percentages:

- School District Translators – 20% of Schools surveyed

- ESOL Teachers and Staff – 30% of Schools surveyed

- Other Outside Organizations – 20% of Schools surveyed

- Other School District Employees – 15% of Schools surveyed

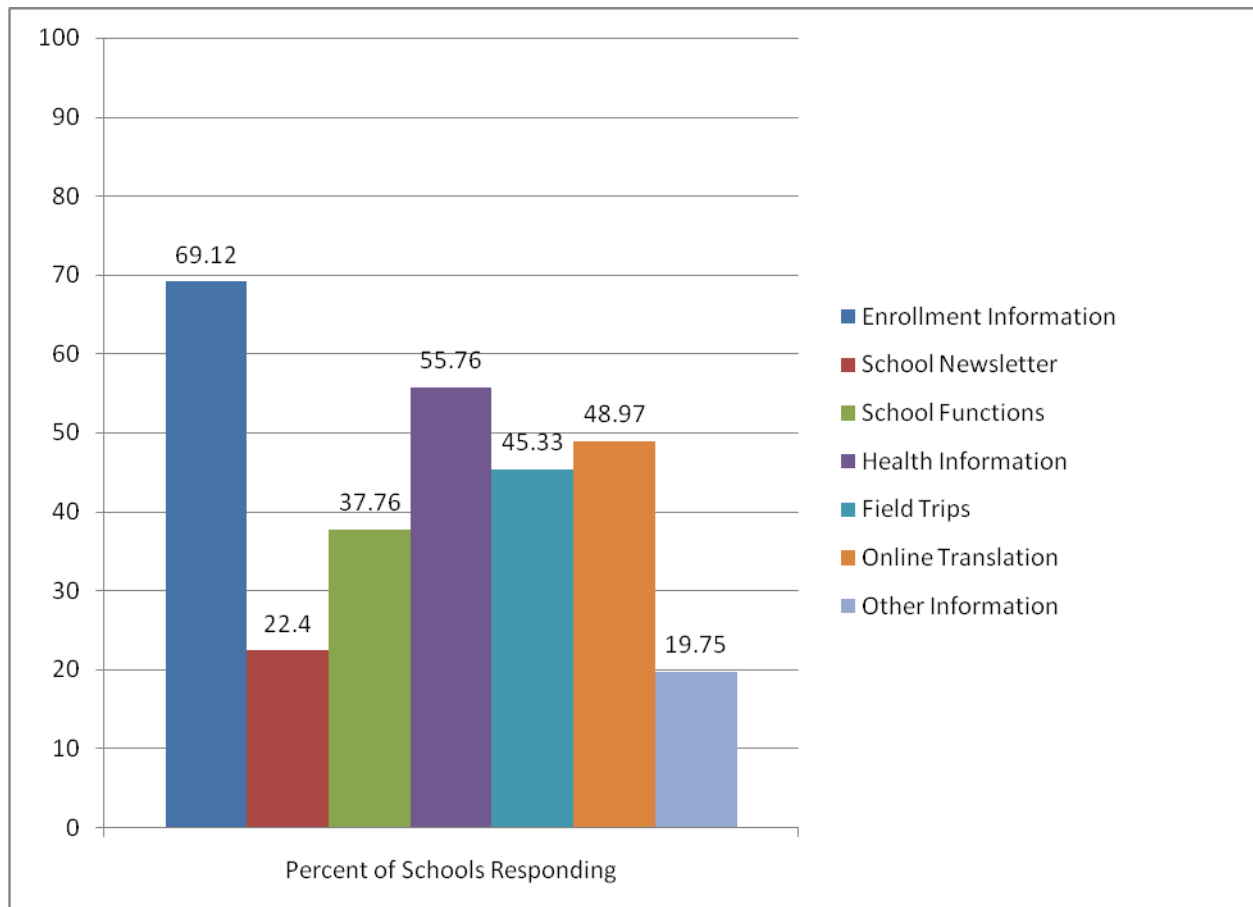- Hispanic and Other Family Liaisons – 15% of Schools surveyed

Q5C - Types of Information Translated and Given To Parents
N = 243 Schools Returning the Survey

Type of Information	Total Schools Responding	Total Schools Providing Translated Information	Percent Providing Translated Information
Enrollment Information	217	150	69.12
School Newsletter	183	41	22.40
School Functions	196	74	37.76
Health Information	217	121	55.76
Field Trips	214	97	45.33
Online Translation (Special Needs)	194	95	48.97
Other Information	243	48	19.75

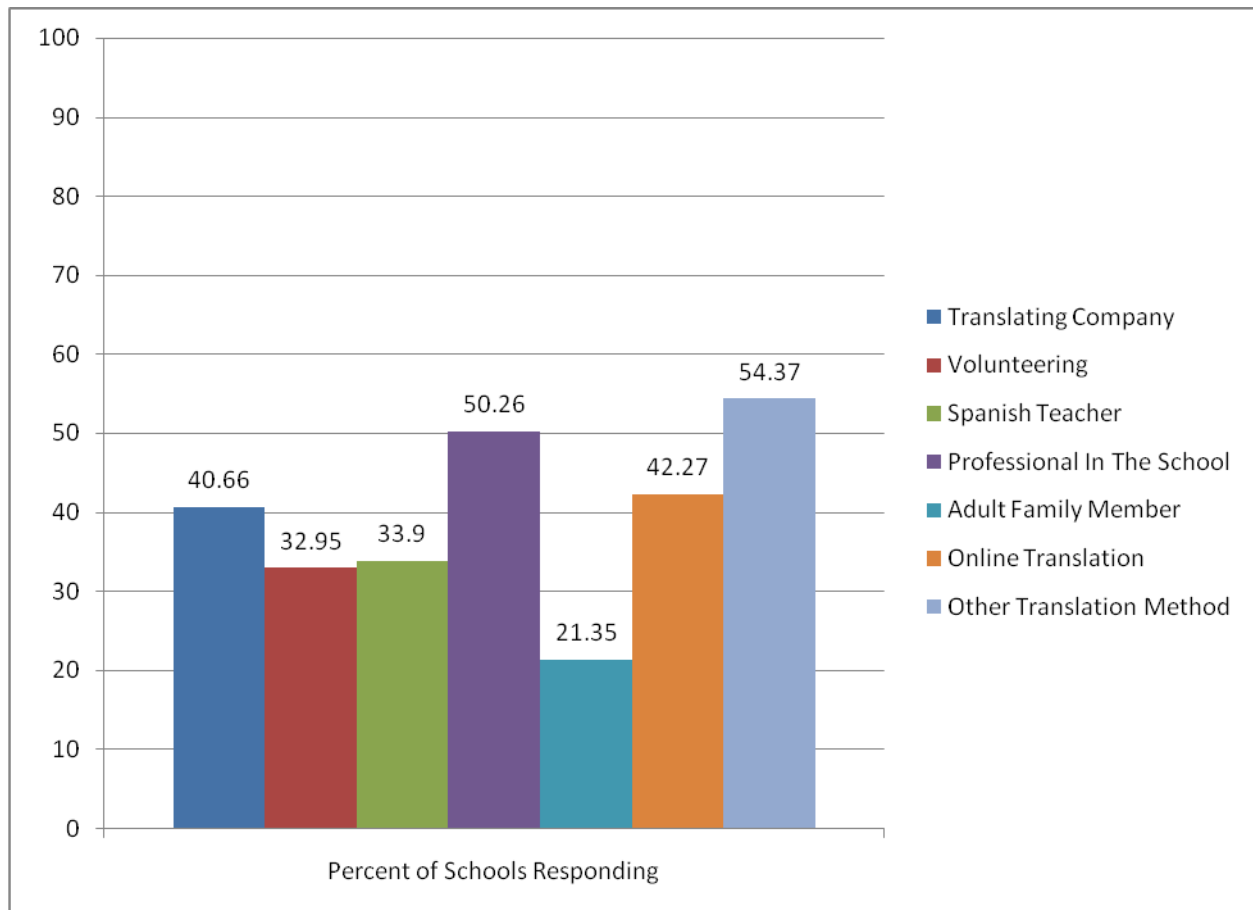**Chart 15: Percentage of Translated Information By School And Type Given to Parents**

Q5D – Types of Translation Methods Used by Schools
N = 243 Schools Returning the Survey

Translation Methods	Total Schools Responding	Total Schools Using Method	Percent Using Method
Translating Company	182	74	40.66
Volunteering	176	58	32.95
Spanish Teacher	177	60	33.90
Professional In The School	195	98	50.26
Adult Family Member	178	38	21.35
Online Translation	194	82	42.27
Other Translation Method	206	112	54.37

Chart 16: Percentage of The Different Types of Translated Methods Used By Schools

In analyzing the information relative to the types of translation methods utilized, more detailed information on which specific methods work best, as well as specific information about organizations providing translating services will need to be collected.

Community Resources Used to Assist the Public Schools

The increase in the number of Hispanic-Latino students in the public schools has fostered the need to identify community resources in close proximity to specific public schools or school districts with high percentages of Hispanic students. Question 6 of the Hispanic-Latino Education Survey asked public school respondents to identify what community resources were utilized to assist them with addressing language barriers. Chart 17 provides information related to the type of community resource(s), and the percentage of schools which utilized each resource.

An examination of the statistical data reveals that no more than 40.20% of public schools utilize the various types of community resources listed. Those community resources most frequently used include:

- Parent Volunteers (40.20% - 80 Schools)

- Churches (27.22% - 49 Schools)

- Other School District(s) (20.90% - 37 Schools)

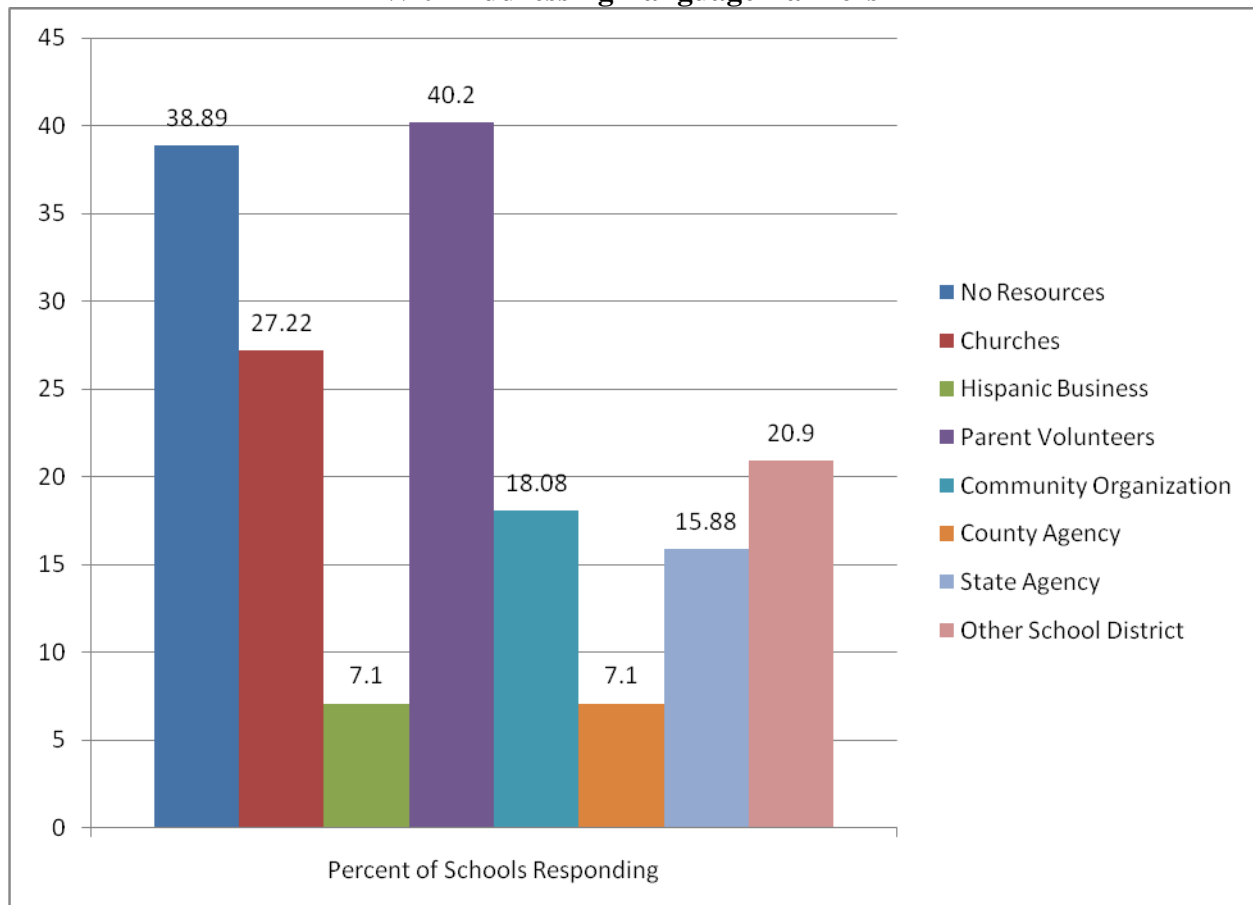- Community Organizations (18.08% - 32 Schools)

Of particular importance is the percentage of schools reporting the availability of no community resources which could assist the public schools with addressing language barriers. Approximately four of ten schools completing the survey reported access to no resources. These schools were located primarily in rural school districts, however more research is recommended to examine this in detail.

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Q6 – What resources in the community do you use to assist you language barriers?
N = 243 Schools Returning the Survey

Types of Community Resource(s)	Total Schools Responding	Total Schools Using Community Resource(s)	Percent Using Community Resource(s)
No Resources	180	70	38.89
Churches	180	49	27.22
Hispanic Business	169	12	7.10
Parent Volunteers	199	80	40.20
Community Organization	177	32	18.08
County Agency	169	12	7.10
State Agency	170	27	15.88
Other School District	177	37	20.90

Chart 17: Community Resources Used To Assist the Public Schools
With Addressing Language Barriers

Interest in Working With Hispanic Families

Question 7 of the Hispanic-Latino Education Survey questioned school officials about their interest in working with Hispanic Families, and ways to honor cultural diversity. Chart 18 provides response information relative to Question 7.

A total of 221 or 93.6% of schools rewponding indicated that they would be interested in working with Hispanic families and working to honor cultural diversity. This positive expression of willingness to work provides an opportunity for public school officials, teachers and staff to work with leaders within the Hispanic-Latino community on the development of services needed to meet the growing Hispanic population around the state. Hispanic representatives, community leaders, and concerned parents of Hispanic-Latino origin could also work with school officials to develop culturally sensitive and appropriate information which can aid in bridging understanding and honoring cultural diversity.

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Q7 - Is the school interested in learning more about working with Hispanic families and how to honor cultural diversity?
N = 243 Schools Returning the Survey

Interested In Working With Hispanic Families	Total Schools Responding	Percent
Yes	221	93.64
No	13	5.51
No Answer	2	0.85

Chart 18: Percent of Schools Interested in Working With Hispanic Families and Honoring Cultural Diversity
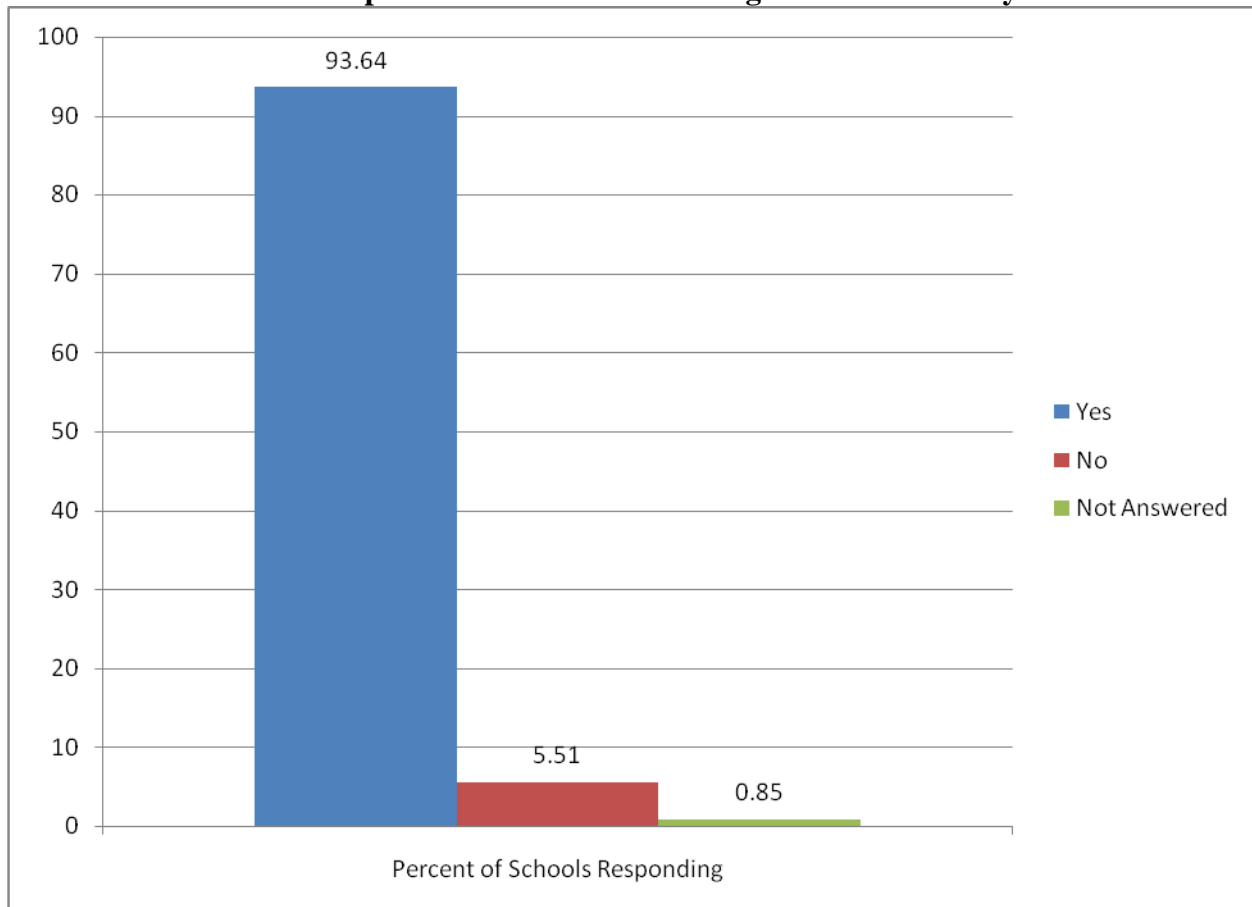
Conclusion

This report provided a summary of information collected from the 2008-2009 Hispanic-Latino Education Survey. The Survey was administered through the public schools of South Carolina, in order to obtain information on the availability of professional staff, school, and community based resources to assist the growing Hispanic population in the public schools. The data summarized in this report can be utilized by school officials as an initial set of information relative to the public schools that did complete the survey. More information can be obtained from the remaining public schools. This can enable the Hispanic-Latino community to build more cohesive partnerships with the public schools, and in turn better meet the needs of Hispanic-Latino children and parents.

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Hispanic/Latino Education Survey 2008

SC Commission for Minority Affairs

Please complete the following survey and return by February 2009 **. Thank you! Please Print or type into template and return via email.**

Name of School:

District:

Principal:

Total Number of students enrolled in the schools

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1. Has your school experienced an increase in the number of students from other cultural backgrounds? ❑ Yes ❑ No.   If so, please indicate which ethnic background.

    ❑ Hispanic

    ❑ Asian

    ❑ Other_____

2. Do you have ESOL teachers/staff? If so, how many? ❑ Yes   ❑ No

    Teachers   Staff

3. If funding were not a barrier, how many ESOL teachers/staff would you need?

4. During school enrollment or other school activities do you have someone who is available to interpret or translate for parents from English to Spanish?   Yes   No

5. Is information translated and given to parents in other languages?   ❑ Yes   ❑ No If yes, please indicate which language and what information is given to parents.

LANGUAGES

❑ Spanish

❑ Russian

❑ French

❑ Portuguese

❑ Other

METHOD OF TRANSLATION

❑ Translating Company

❑ Volunteer

❑ Spanish Teacher

❑ Professional in the school

INFORMATION *(What info is being translated)*

❑ Enrollment

❑ School Newsletter

❑ Spanish

❑ School Functions

❑ Health Information

❑ Field Trips

6. What resources within your community do you use to assist you with language barriers?

❑ None

❑ Churches

❑ Hispanic businesses

❑ Parent Volunteers

❑ Community Organizations

❑ County Agency

❑ State Agency

❑ Other School Districts

7. Would your school be interested in learning more about working with Hispanic families and how to honor cultural diversity?

❑ Yes   ❑ No

Mail or fax to:

SC COMMISSION FOR MINORITY AFFAIRS
HISPANIC/LATINO EDUCATION SURVEY
FOR THE PUBLIC SCHOOLS: 2008-2009 RESULTS

SC Commission for Minority Affairs

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